SPORTS MEDICINE STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
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CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

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ACKNOWLEDGEMENTS

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Sports Medicine standards were validated through the active participation by business and industry on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Sports Medicine program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Sports Medicine program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The **Employability Skills for Career Readiness Standards** identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Sports Medicine	SPMED

Example: SPMED.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Sports Medicine	2	3	4

CONTENT STANDARD 1.0 : UNDERSTAND ANATOMY AND PHYSIOLOGY	
PERFORMANCE STANDARD 1.1 : DEFINE AND EXPLAIN THE MEDICAL TERMS	
1.1.1	Define common prefixes, suffixes, and word roots relating to body structures and functions
1.1.2	Spell and pronounce medical terms correctly
1.1.3	Identify basic medical abbreviations
1.1.4	Use proper terminology while describing major sports injuries
PERFORMANCE STANDARD 1.2 : UNDERSTAND STRUCTURE AND FUNCTION OF THE MUSCULOSKELETAL SYSTEM	
1.2.1	Differentiate between the four basic tissue types in the body
1.2.2	Explain the mechanism of muscle contraction
1.2.3	Categorize the structures of the body into the organizational system
1.2.4	Summarize functions of the skeletal system
1.2.5	Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks
1.2.6	Distinguish among three types of cartilage
1.2.7	Differentiate among the various types of joints
1.2.8	Compare the characteristics of muscles
PERFORMANCE STANDARD 1.3 : UNDERSTAND STRUCTURE OF RELATED BODY SYSTEMS	
1.3.1	Identify the role and structure of the cardiovascular system
1.3.2	Identify the organization of the nervous system
1.3.3	Identify the role and structure of the respiratory system

CONTENT STANDARD 2.0 : EXPLORE THE FUNDAMENTAL ASPECTS OF A SPORTS MEDICINE TEAM	
PERFORMANCE STANDARD 2.1 : IDENTIFY MEMBERS OF A SPORTS MEDICINE TEAM	
2.1.1	Explore various medical specialties in relation to the field of sports medicine
2.1.2	Differentiate between the roles and responsibilities of the athletic trainer and team physician
2.1.3	Compare and identify professional associations within the field of sports medicine
2.1.4	Explain the function of allied health professionals in sports medicine
PERFORMANCE STANDARD 2.2 : EXPLORE EDUCATIONAL REQUIREMENTS	
2.2.1	Research educational requirements of various sports medicine professionals
2.2.2	Differentiate between an athletic trainer and a personal trainer
2.2.3	Explain certification requirements for various sports medicine professionals
2.2.4	Compare and contrast between certification and licensure
PERFORMANCE STANDARD 2.3 : IDENTIFY CAREER OPPORTUNITIES	
2.3.1	Distinguish between traditional and nontraditional employment opportunities for athletic trainers
2.3.2	Explore sports medicine career options for allied health professionals
2.3.3	Explore sports medicine opportunities for physicians
2.3.4	Research career opportunities for strength and conditioning specialists in sports medicine
PERFORMANCE STANDARD 2.4 : UNDERSTAND LICENSURE REQUIREMENTS OF MEDICAL PROFESSIONALS	
2.4.1	Explain the licensure requirements for athletic trainers in the State of Nevada (NRS 640B)
2.4.2	Compare and contrast different state licensure requirements for athletic trainers
2.4.3	Explore licensure requirements for other sports medicine professionals

CONTENT STANDARD 3.0 : EXPLORE ETHICAL, LEGAL, AND PROFESSIONAL RESPONSIBILITIES	
PERFORMANCE STANDARD 3.1 : RECOGNIZE AND IMPLEMENT PROFESSIONALISM	
3.1.1	Discuss different aspects of positive character
3.1.2	Demonstrate professional dress and appearance in the workplace
3.1.3	Describe the basic traits that make up professionalism in sports medicine
3.1.4	Demonstrate appropriate written and oral communication skills in the workplace
PERFORMANCE STANDARD 3.2 : EXAMINE ETHICAL BEHAVIOR IN HEALTHCARE	
3.2.1	Practice responsibility within the ethical framework of the sports medicine profession
3.2.2	Identify the codes of ethics for various sports medicine professionals
3.2.3	Differentiate between ethical and legal issues impacting sports medicine
3.2.4	Compare personal and professional ethics
3.2.5	Recognize ethical issues and their implications related to sports medicine
PERFORMANCE STANDARD 3.3 : DEMONSTRATE LEGAL RESPONSIBILITIES IN HEALTHCARE	
3.3.1	Identify the Health Insurance Portability and Accountability Act (HIPAA)
3.3.2	Identify the Family Education Rights and Privacy Act (FERPA)
3.3.3	Compare and contrast FERPA and HIPAA
3.3.4	Comprehend legal terminology associated with the medical profession
3.3.5	Apply the concept of confidentiality to patient information and records
3.3.6	Discuss common methods of payment for healthcare
3.3.7	Explain patients' bill of rights and advance directives

CONTENT STANDARD 4.0 : RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS	
PERFORMANCE STANDARD 4.1 : COMPLETE BASIC FIRST AID AND CPR TRAINING	
4.1.1	Apply the Concept of Universal Precautions to the practice of first aid and CPR
4.1.2	Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway
4.1.3	Demonstrate the proper technique for performing CPR/AED on an adult, child, and infant based on American Red Cross (ARC) or American Heart Association (AHA) guidelines
4.1.4	Complete a first aid course based on ARC or AHA guidelines
PERFORMANCE STANDARD 4.2 : ASSESS VITAL SIGNS	
4.2.1	Measure height and weight
4.2.2	Measure heart rate and blood pressure
4.2.3	Measure visual acuity
4.2.4	Measure body temperature
4.2.5	Measure respiratory rate
4.2.6	Demonstrate an understanding of normal values for vital signs
PERFORMANCE STANDARD 4.3 : DEMONSTRATE MANAGEMENT OF ACUTE INJURIES	
4.3.1	Apply the principle of rest, ice, compression, and elevation (R.I.C.E.)
4.3.2	Demonstrate proper fitting and gait of crutches
4.3.3	Demonstrate proper splinting applications
4.3.4	Demonstrate proper spinal immobilization techniques
4.3.5	Demonstrate proper techniques of applying a walking boot, knee brace, shoulder sling, etc.

CONTENT STANDARD 5.0 : INVESTIGATE THE PRINCIPLES OF AN EXERCISE PROGRAM	
PERFORMANCE STANDARD 5.1 : EXPLAIN THE PRINCIPLES OF PHYSICAL CONDITIONING	
5.1.1	Discuss general strength conditioning principles
5.1.2	Examine different cardiovascular training methods
5.1.3	Compare and contrast aerobic and anaerobic training
5.1.4	Examine the role strength training has on fitness/athletic performance
5.1.5	Examine the importance of flexibility in fitness/athletic performance
PERFORMANCE STANDARD 5.2 : UNDERSTAND PHYSICAL FITNESS TESTING AND TRAINING	
5.2.1	Examine different types of tests used to quantify cardiovascular fitness
5.2.2	Describe the effects of exercise on the cardiovascular and respiratory systems
5.2.3	Compare and contrast different types of movements related to strength training
5.2.4	Apply general conditioning principles to improve cardiovascular fitness
5.2.5	Apply general conditioning principles to improve strength
5.2.6	Differentiate between the different methods to increase flexibility
PERFORMANCE STANDARD 5.3 : UNDERSTAND NUTRITION AND WEIGHT MANAGEMENT	
5.3.1	Classify the basic components of nutrition
5.3.2	Compare and contrast the most common methods for analyzing body composition
5.3.3	Examine the importance of fluid replacement and hydration
5.3.4	Interpret the components of pre- and post-event meal and explain the value of each
5.3.5	Discuss conditions of eating disorders associated with athletes
5.3.6	Recognize the effects and dangers of nutritional supplements

CONTENT STANDARD 6.0 : EXPLORE HOW ENVIRONMENTAL FACTORS AFFECT PERFORMANCE	
PERFORMANCE STANDARD 6.1 : DIFFERENTIATE BETWEEN THERMAL STRESSES	
6.1.1	Compare and contrast heat cramps, heat exhaustion, and heat stroke
6.1.2	Discuss signs and symptoms of hypothermia and frostbite
6.1.3	Describe strategies to identify and prevent dehydration
PERFORMANCE STANDARD 6.2 : INVESTIGATE SEVERE WEATHER SITUATIONS	
6.2.1	Explain the flash-to-bang method for determining safe participation during the threat of thunderstorms
6.2.2	Discuss the ramifications of poor air quality
6.2.3	Identify resources for severe weather information
6.2.4	Discuss prevention strategies for sun overexposure
PERFORMANCE STANDARD 6.3 : IDENTIFY OTHER PHYSICAL FACTORS RELATED TO PERFORMANCE	
6.3.1	Describe the physiological response to exercise at high altitude
6.3.2	Describe the physiological process of heat acclimatization
6.3.3	Describe the physiological process of cold acclimatization
6.3.4	Examine the effect of natural versus synthetic turf on performance

CONTENT STANDARD 7.0 : EXPLORE MECHANISMS OF INJURY	
PERFORMANCE STANDARD 7.1 : IDENTIFY COMMON INJURIES	
7.1.1	Differentiate between signs and symptoms of concussions
7.1.2	Differentiate between signs and symptoms of sprains
7.1.3	Differentiate between signs and symptoms of strains
7.1.4	Differentiate between signs and symptoms of fractures
7.1.5	Categorize the most common types of skin injuries
7.1.6	Differentiate between signs and symptoms of contusions
7.1.7	Differentiate between the etiology of soft tissue and bone injuries
PERFORMANCE STANDARD 7.2 : EXPLORE TISSUE RESPONSE TO INJURY	
7.2.1	Describe the inflammatory scheme
7.2.2	Examine the steps in the healing process of bone and soft tissue
7.2.3	Compare and contrast acute and chronic response to injury
PERFORMANCE STANDARD 7.3 : DEMONSTRATE MANAGEMENT STRATEGIES FOR INJURY	
7.3.1	Describe the principles of primary and secondary assessment
7.3.2	Explain the principle of rest, ice, compression, and elevation (R.I.C.E.)
7.3.3	Explore pharmacological intervention in injury management
7.3.4	Explore the role of rehabilitation on injury healing
7.3.5	Discuss dietary strategies to enhance healing
7.3.6	Identify criteria for return to play

CONTENT STANDARD 8.0 : EXPLORE SPECIAL CONSIDERATIONS IN ATHLETICS	
PERFORMANCE STANDARD 8.1 : DEMONSTRATE SAFETY PRACTICES FOR SPORTS MEDICINE	
8.1.1	Explain bloodborne pathogens
8.1.2	Demonstrate universal precautions and the use of personal protective equipment (PPE)
8.1.3	Describe effective practices to manage infectious disease transmission
8.1.4	Interpret the importance of material safety data sheets (MSDS)
8.1.5	Examine an exposure control plan
8.1.6	Formulate an emergency action plan
PERFORMANCE STANDARD 8.2 : RESEARCH METABOLIC AND RELATED DISORDERS	
8.2.1	Examine the condition of hypoglycemia
8.2.2	Compare and contrast type 1 versus type 2 diabetes
8.2.3	Describe the consequences of sickle cell anemia
8.2.4	Explore hypertrophic cardiomyopathy
8.2.5	Explain the physiology of asthma and its effect on performance
8.2.6	Identify causes of iron deficiency anemia
PERFORMANCE STANDARD 8.3 : INVESTIGATE SPECIAL NEEDS IN HUMAN PERFORMANCE	
8.3.1	Determine how the following genetic conditions affect athletic performance: Down's syndrome, cerebral palsy, cystic fibrosis, spina bifida, Marfan's syndrome
8.3.2	Explore special considerations for participation of amputee athletes
8.3.3	Explore special considerations for participation of visually impaired athletes
8.3.4	Explain the management of seizure disorders, including return to play criteria

CONTENT STANDARD 9.0 : UNDERSTAND REHABILITATION AND RECONDITIONING	
PERFORMANCE STANDARD 9.1 : UNDERSTAND THERAPEUTIC MODALITIES	
9.1.1	Identify the purpose of therapeutic modalities
9.1.2	Describe the physiological effects, indications, contraindications, and application of cryotherapy
9.1.3	Describe the physiological effects, indications, contraindications, and application of thermotherapy
9.1.4	Describe the physiological effects, indications, contraindications, and application of electrotherapy
9.1.5	Describe the physiological effects, indications, contraindications, and application of mechanical therapy
PERFORMANCE STANDARD 9.2 : DEMONSTRATE THERAPEUTIC EXERCISES	
9.2.1	Discuss the components and goals of a rehabilitation program
9.2.2	Identify the general guidelines of a rehabilitation program
9.2.3	Differentiate between therapeutic exercise and conditioning exercise
9.2.4	Describe various range of motion exercises
9.2.5	Recognize various equipment and tools used in therapeutic exercise
PERFORMANCE STANDARD 9.3 : EXPLORE PSYCHOLOGICAL RESPONSE TO INJURIES	
9.3.1	Compare the five psychological phases an athlete experiences following an injury
9.3.2	Examine different relaxation techniques and how they can aid in injury recovery
9.3.3	Describe the importance of goal setting in the rehabilitation process

CONTENT STANDARD 10.0 : IDENTIFY ASSESSMENT AND EVALUATION TECHNIQUES OF ATHLETIC INJURIES	
PERFORMANCE STANDARD 10.1 : PERFORM SUBJECTIVE ASSESSMENT	
10.1.1	Perform an accurate medical history and subjective assessment
10.1.2	Differentiate between methods used to document injuries (i.e., HOPS [History, Observation, Palpation, and Stress], SOAP [Subjective, Objective, Assessment, and Plan])
10.1.3	Describe a pain rating scale
10.1.4	Identify the importance of a pre-participation examination
10.1.5	Document the mechanism of injury
10.1.6	Document the time of injury using the twenty-four-hour clock
PERFORMANCE STANDARD 10.2 : EXPLORE OBJECTIVE ASSESSMENT TECHNIQUES	
10.2.1	Demonstrate palpation of various joint structures
10.2.2	Demonstrate range of motion testing of various joints
10.2.3	Demonstrate strength testing of various muscle groups
10.2.4	Demonstrate reflex testing
10.2.5	Demonstrate functional testing of various body parts
10.2.6	Demonstrate special tests for orthopedic assessment
10.2.7	Demonstrate concussion assessment
PERFORMANCE STANDARD 10.3 : INVESTIGATE DIAGNOSTIC TESTING	
10.3.1	Compare and contrast the differences between MRI (Magnetic Resonance Imaging), x-ray, and CT (Computerized Tomography) scan
10.3.2	Compare and contrast therapeutic and diagnostic ultrasound
10.3.3	Discuss the use of bone scan in injury diagnosis
10.3.4	Discuss the use of EMG (Electromyography) in injury diagnosis

CONTENT STANDARD 11.0 : PROPHYLACTIC TAPING AND BRACING	
PERFORMANCE STANDARD 11.1 : DEMONSTRATE LOWER EXTREMITY TAPING	
11.1.1	Demonstrate various taping methods for the foot
11.1.2	Demonstrate various taping methods for the knee
11.1.3	Demonstrate various taping methods for the ankle
PERFORMANCE STANDARD 11.2 : DEMONSTRATE UPPER EXTREMITY TAPING	
11.2.1	Demonstrate various taping methods for the thumb
11.2.2	Demonstrate various taping methods for the wrist
11.2.3	Demonstrate various taping methods for the elbow
PERFORMANCE STANDARD 11.3 : DESCRIBE THE USE OF BRACES AND OTHER EQUIPMENT	
11.3.1	Explain procedures for maintaining protective equipment for sports
11.3.2	Explain the importance of a properly fitted mouth guard
11.3.3	Identify appropriate prophylactic braces for the knee and ankle
11.3.4	Identify various types of foot orthotics and their uses

CROSSWALKS AND ALIGNMENTS OF SPORTS MEDICINE STANDARDS AND THE COMMON CORE STATE STANDARDS, THE NEVADA SCIENCE STANDARDS, AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Sports Medicine Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Sports Medicine Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports Medicine program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Sports Medicine Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Sports Medicine program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Sports Medicine Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

CROSSWALK OF SPORTS MEDICINE STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND ANATOMY AND PHYSIOLOGY

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
1.1.2	**English Language Arts: Language Standards** L.11-12.2b Spell correctly. L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
1.1.4	**English Language Arts: Language Standards** L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **Science: Life Science** L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.
1.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Science: Life Science** L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.

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1.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Science: Life Science** L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.
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CONTENT STANDARD 2.0: EXPLORE THE FUNDAMENTAL ASPECTS OF A SPORTS MEDICINE TEAM

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
2.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

2.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 3.0: EXPLORE ETHICAL, LEGAL, AND PROFESSIONAL RESPONSIBILITIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.1.4	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
3.2.1	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information.
3.2.2	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information.
3.2.3	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information.
3.2.4	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information.
3.2.5	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise. N.12.B.4 Students know scientific knowledge builds on previous information.
3.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.3.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD 4.0: RECOGNIZE AND IMPLEMENT ACUTE CARE SKILLS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.
4.1.2	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
4.1.3	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.
4.1.4	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism..
4.2.1	**Math: Number & Quantity – Quantities** N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.2.2	**Math: Number & Quantity – Quantities** N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.2.3	**Math: Number & Quantity – Quantities** N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.2.4	**Math: Number & Quantity – Quantities** N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.

4.2.5	**Math: Number & Quantity – Quantities** N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.2.6	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
4.3.1	**Science: Life Science** L.12.B.1 Students know cell structures and their functions.
4.3.3	**Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.
4.3.4	**Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.
4.3.5	**Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.

CONTENT STANDARD 5.0: INVESTIGATE THE PRINCIPLES OF AN EXERCISE PROGRAM

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.

5.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.2.4	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.2.5	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.

5.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
5.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.
5.3.2	**Math: Statistics and Probability – Interpreting Categorical and Quantitative Data** S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.
5.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Life Science** L.12.B.1 Students know cell structures and their functions.

5.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Life Science** L.12.B.1 Students know cell structures and their functions.
5.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Life Science** L.12.B.1 Students know cell structures and their functions.
5.3.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Life Science** L.12.B.1 Students know cell structures and their functions.

CONTENT STANDARD 6.0: EXPLORE HOW ENVIRONMENTAL FACTORS AFFECT PERFORMANCE

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**Science: Physical Science** P.12.C.5 Students know the relationship between heat and temperature. **Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
6.1.2	**Science: Physical Science** P.12.C.5 Students know the relationship between heat and temperature. **Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.1.3	**Science: Physical Science** P.12.C.5 Students know the relationship between heat and temperature. **Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.2.1	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

6.2.2	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.2.3	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions.
6.2.4	**Science: Earth and Space** E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and non-renewable resources. **Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.3.1	**Science: Life Science** L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.2	**Science: Life Science** L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

6.3.3	**Science: Life Science** L.12.C.4 Students know the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 7.0: EXPLORE MECHANISMS OF INJURY

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.1	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.1.2	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.1.3	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.1.4	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.1.5	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.1.6	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.1.7	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

7.2.1	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
7.2.2	**Science: Life Science** L.12.B.1 Students know cell structures and their functions. L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.2.3	**Science: Life Science** L.12.B.1 Students know cell structures and their functions. L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.3.1	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.2	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

7.3.3	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.4	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.5	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
7.3.6	**Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.

CONTENT STANDARD 8.0: EXPLORE SPECIAL CONSIDERATIONS IN ATHLETICS

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.2	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
8.1.3	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.1.4	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subject**s WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.1.5	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

8.1.6	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.2.1	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
8.2.2	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
8.2.3	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

8.2.4	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.5	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.6	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
8.3.1	**Science: Life Science** L.12.A.1 Students know genetic information passed from parents to offspring is coded in the DNA molecule. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

8.3.2	**Science: Life Science** L.12.A.1 Students know genetic information passed from parents to offspring is coded in the DNA molecule. **Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subject** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.3.3	**Science: Life Science** L.12.A.1 Students know genetic information passed from parents to offspring is coded in the DNA molecule. **Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.3.4	**Science: Nature of Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 9.0: UNDERSTAND REHABILITATION AND RECONDITIONING

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment.
9.1.2	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
9.1.3	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
9.1.4	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.
9.1.5	**Science: Life Science** L.12.C.1 Students know relationships of organisms and their physical environment. **Science: Nature of Science** N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. **Science: Physical Science** P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter.
9.2.5	**Science: Physical Science** P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter.
9.3.1	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.3.2	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9.3.3	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 10.0: IDENTIFY ASSESSMENT AND EVALUATION TECHNIQUES OF ATHLETIC INJURIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.1	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. **English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
10.1.2	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.1.3	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. **English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
10.1.4	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
10.1.5	**Science: Nature of Science** N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

10.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **Math: Number & Quantity – Quantities** N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
10.2.1	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.2.2	**Math: Geometry – Congruence** G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. **Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.2.3	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.2.4	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

10.2.5	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.2.6	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.2.7	**Science: Nature of Science** N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions. **Science: Physical Science** P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.3.1	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **Science: Physical Science** P.12.B.2 Students know magnetic forces and electric forces can be thought of as different aspects of electromagnetic force. P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter. P.12.C.4 Students know characteristics, applications and impacts of radioactivity. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

10.3.2	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **Science: Physical Science** P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter. P.12.C.2 Students know energy forms can be converted. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
10.3.3	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. **Science: Physical Science** P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter. P.12.C.2 Students know energy forms can be converted. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
10.3.4	**Science: Nature of Science** N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. **Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. **Science: Physical Science** P.12.C.1 Students know waves (I.e. sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter. P.12.C.2 Students know energy forms can be converted. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CONTENT STANDARD 11.0: PROPHYLACTIC TAPING AND BRACING

Performance Indicators	Common Core State Standards and Nevada Science Standards
11.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
11.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
11.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
11.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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11.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
11.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ALIGNMENT OF SPORTS MEDICINE STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Sports Medicine Performance Indicators
1. Make sense of problems and persevere in solving them.	5.2.1; 5.3.1 8.2.1
2. Reason abstractly and quantitatively.	4.2.6 5.2.1
3. Construct viable arguments and critique the reasoning of others.	5.3.2
4. Model with mathematics.	4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5
5. Use appropriate tools strategically.	5.3.2
6. Attend to precision.	4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6 6.2.1
7. Look for and make use of structure.	5.1.1 9.2.1
8. Look for and express regularity in repeated reasoning.	5.1.1

CROSSWALKS OF SPORTS MEDICINE STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Health Science Career Cluster™ (HL)	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.1.1-1.1.3 3.1.1-3.1.2, 3.1.4; 3.2.4 3.3.1, 3.3.4-3.3.5
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	2.1.1, 2.1.3-2.1.4 2.2.1, 2.2.4; 2.3.2 2.3.3-2.3.4
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	8.1.1-8.1.5
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	2.1.1, 2.1.3-2.1.4 2.2.1 2.3.2-2.3.4
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	3.2.1-3.2.5, 3.3.1, 3.3.4-3.3.5
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	3.1.3-3.1.4 3.2.2, 3.2.4
Therapeutic Services Career Pathway (HL-THR)	**Performance Indicators**
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	3.1.4 9.2.1-9.2.2, 9.2.4; 9.3.3 10.1.1-10.1.2
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	2.1.2; 3.3.1, 3.3.4-3.3.5
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	4.2.1, 4.2.3-4.2.6 10.1.1-10.1.5 10.2.1-10.2.7 10.3.1-10.3.4
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	7.3.3-7.3.5 9.1.1-9.1.5; 9.2.1-9.2.5 9.3.1-9.3.3